

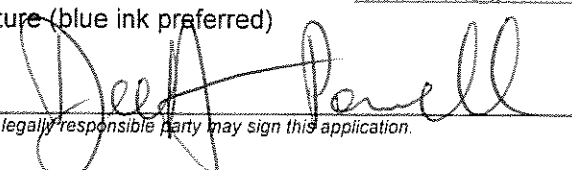
Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1			
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>	
Grant Period	August 1, 2016, to July 31, 2017		
Application deadline:	5:00 p.m. Central Time, March 29, 2016	<small>Place date stamp here.</small> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Create Application</div> <div style="text-align: center;"> 2016 MAR 29 PM 12:25 </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency </div> </div>	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>		
Contact information:	21stCentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name	County-District #	Amendment #	
Pasadena Independent School District	101917		
Vendor ID #	ESC Region #	DUNS #	
101917	IV	072192925	
Mailing address	City	State	ZIP Code
1515 Cherrybrook Lane	Pasadena	TX	77502-4048
Primary Contact			
First name	M.I.	Last name	Title
Steven		Villano	District Coordinator, 21st CCLC
Telephone #	Email address		FAX #
(713) 740-5317	SVillano@pasadenaisd.org		(713) 740-4034
Secondary Contact			
First name	M.I.	Last name	Title
Olivia		Smith-Daugherty	Executive Director of Grants
Telephone #	Email address		FAX #
(713) 740-0865	OSmith-Daugherty@pasadenaisd.org		(713) 740-4034
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
DeeAnn		Powell, Ed.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(713) 740-0244	DAPowell@pasadenaisd.org		(713) 740-4040
Signature (blue ink preferred)		Date signed	


3/21/2016

Only the legally responsible party may sign this application.

701-16-102-081

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101917

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 101917			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Pasadena Independent School District (PISD) is proposing ten 21st Century Community Learning Centers (Cycle 9 ACE) programs at seven elementary (Gardens, Jessup, McMasters, Parks, Pearl Hall, Richey, and South Shaver), two middle (Keller and Milstead), and one intermediate (Queens) school (Statutory Assurance 3—safe and easily accessible facilities). All participating schools are Title I schools and all are eligible for and receive funding for school-wide programs under section 1114. The *Texas ACE Blueprint* needs assessment process was used to identify student and parent needs for each site. A review of STAAR data was conducted by the PISD administrative team to select schools with the highest academic needs. Each Cycle 9 ACE school designed out-of-school activities based on their students' learning gaps, parents' engagement barriers, and student and parent exposure/readiness/awareness of career and college needs (TEA Assurance 7 – services based on a comprehensive systematic assessment of needs).

The Community: The community surrounding the schools selected for the Cycle 9 ACE programs contributes to the academic challenges facing the students attending these schools. According to the the U.S. Census Bureau's 2010-2014 American Community Survey for this area, the population is primarily Hispanic (90.1%); for 45.1% of this population, English is a second language; many in the region are under-employed, and 17.6% are living below the poverty level. Literacy, for many, is a struggle, and 31% of the population has less than a high school diploma.

The Need: Without Cycle 9 funding, targeted students will have to rely solely on family resources to remedy academic gaps and to provide enrichment opportunities that contribute to learning and enhance social-emotional well being. Few families in this area can provide the experiences and support that will be found through the proposed Cycle 9 ACE programs. Student demographics for the ten selected schools are characteristic of the surrounding community and are similar to those most often correlated with significant achievement gaps across the nation—largely minority with high rates of poverty. Approximately 90% of the student population is Hispanic, 4.5% is African-American, 4.5% is White, and 0.3% is Asian or Other. Over 87% of students attending these schools qualify for the free or reduced price lunch program, and 71% are considered at-risk of academic failure. A Cycle 9 ACE grant will help students surpass their current socio-economic limitations through a safe place to be after school; academic supports; exposure to local-area, high-need careers; college awareness; and social-emotional skill building activities that reduce behavior challenges.

Most importantly, the students attending the ten Cycle 9 ACE schools all have significant academic needs that can be effectively addressed through an ACE program. The participating schools are performing below the state and, in some instances, below other schools in our district which is comprised of 36 elementary campuses, 11 middle schools, and 10 intermediates. Based on the individual needs assessments conducted at each school, data from local parent surveys, district assessments, and the State of Texas Assessments of Academic Readiness (STAAR) performance, the identified schools have high percentages of students who need targeted assistance to aid them in achieving academic success. One of the targeted elementary schools, Gardens, is working under a reconstitution plan in coordination with TEA. All seven elementary schools are struggling in 4th grade Writing across all populations, and in Reading among 3rd grade economically disadvantaged students and English Language Learner (ELL) populations. The two middle schools are experiencing academic challenges with their ELL, African-American, and special education populations. Additionally, the 5th grade Science and the 5th and 6th grade Reading STAAR scores are below the state average. Queens Intermediate's ELL, African-American, Caucasian, and special education subpopulations are not performing well on the STAAR in 7th and 8th grade Reading, with performance averages lower than the state and district intermediate school averages. The participating schools also expressed concerns regarding the lack of proper social skills their students possess to build positive relationships with their peers and to resolve conflicts effectively. Classroom disruptions and insubordination emerged as issues when student discipline data was reviewed for the participating schools. The number of students assigned to in-school suspension in the seven elementary schools since August, 2015 average 22 students per campus. The average for the two middle schools was 301 students and 205 students for the one intermediate school. Through the use of Conscious Discipline strategies, as well as an emphasis on social-emotional development activities that support learning outcomes, the Cycle 9 ACE program students can acquire the skills to deal with issues they face in their daily lives. Based on the Fall 2015 PISD Parent Survey for each school, parents indicated an interest in Internet safety education, acquiring literacy skills to enable them to help their children with reading and math education

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

through ESL/GED/Adult Literacy programs, and information to support their student's preparation for post-secondary. A Cycle 9 ACE grant will provide a wide variety of workshops for parents before, after and during the school day. Working with our community partners, parents will be given the information necessary to overcome barriers to a better lifestyle through literacy and parenting activities provided through ACE.

Program Description: PISD is proposing ten sites which receive funding under the Title I program for school-wide programs under Section 1114 and serve students of which 87.5% are eligible for the free and reduced lunch program. In total, the ten sites will serve a minimum of 1,250 students and 1,000 immediate family members.

To identify student/family needs, campuses considered their needs assessment results and Campus Improvement Plans, the District-wide Strategic Plan, and lessons learned from an evaluation of the district's existing Cycle 7 and 8 programs. The needs assessment framework used was based on the *Texas ACE Blueprint*.

Each Cycle 9 ACE center will have a full-time site coordinator and staffing needed to provide activities with an adult to student ratio of 1 to 15. A full-time Project Director will guide ten sites in program implementation, operational fidelity and excellence, and meeting ACE program objectives and intent. A full-time Family Engagement Specialist will guide the provision of academically-focused family activities and identify and encourage the use of community resources. An administrative assistant will support grantee-level staff and site coordinators. Quality vendors, school day teachers, and program partners will utilize the *Texas ACE Blueprint's* Activity Planning Worksheet and lesson-plan template to drive activities such as academic enrichment, sports, STEM clubs, writing activities, and fine arts before and after school and to meet the Texas ACE Cycle 9 program goals of improving academic performance, school day attendance, positive behavior, and grade promotion rates. A district-paid Grants Compliance Coordinator will ensure all Federal, State, and District statutory and reporting requirements are met.

PISD's Cycle 9 ACE program will be evaluated by a contracted external evaluator who will use observational walkthroughs, surveys, focus groups, and data analysis of academic performance to measure program outcomes. The outcomes will be used by the Project Director, District Grants Compliance Coordinator, the Family Engagement Specialist, and the Site Coordinators to guide operational problem-solving and adjust activities for continuous improvement and to inform the campus ACE team of the academic effectiveness of the activities and alignment issues.

Sustainability will be a part of the Pasadena Cycle 9 ACE program implementation from day one. The schools will look at a variety of options to sustain their programs. Options the ACE staff will explore for each site include establishing a fee-based program, participation in a state reimbursement program for afterschool care, using reallocated Title program funding to support a scaled-down, yet high-quality program, and contributions from partners.

New and expanded services: With funds awarded through the Cycle 9 ACE grant, campuses will implement new programs that will assist with reading and writing success. The new programs will include curriculums such as WRiTE Brain Books, an illustrated wordless book where students create their own stories and have the final product professionally printed and bound. Another program, Reader's Theater, takes a work of literature and presents it in a dramatic, scripted format with the focus being on reading the text with expressive voices and gestures while making learning meaningful and fun for the student. Some schools will create or expand their Pen Pal programs. The local community theater company will work with schools to direct them in a musical production allowing them the opportunity to learn lines, understand context, sing and dance in musical numbers and work together in an ensemble. Further, school-day science teachers will reinforce their lessons with experiments presented during the afterschool program.

Cycle 9 ACE funding will allow some schools to expand services they are currently offering. Homework is an important activity in the afterschool programs allowing small group acceleration to take place in alignment with what is taught by their same school day instructor. Using campus funding, some students are pulled out of their afterschool homework time and individually tutored on a limited basis. The grant funding will supplement campus budgets by allowing schools to serve students in smaller groups for an extended period of time. The Cycle 9 ACE program will serve as an incentive as many students volunteer to stay for this tutoring knowing that once done they can join the enrichment activities provided by the afterschool program. Additionally, elementary students have the opportunity to participate in team sports through a partnership with the YMCA and students will participate in more service learning and community service opportunities.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101917			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,369,568	\$0	\$1,369,568
Schedule #8	Professional and Contracted Services (6200)	6200	\$201,440	\$30,000	\$231,440
Schedule #9	Supplies and Materials (6300)	6300	\$63,515	\$0	\$63,515
Schedule #10	Other Operating Costs (6400)	6400	\$89,301	\$0	\$89,301
Schedule #11	Capital Outlay (6600)	6600	\$10,000	\$0	\$10,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,733,824	\$30,000	\$1,763,824
2.051% indirect costs (see note):			N/A	\$36,176	\$36,176
Grand total of budgeted costs (add all entries in each column):			\$1,733,824	\$66,176	\$1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 101917		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$0
2 Educational aide			\$0
3 Tutor			\$0
Program Management and Administration			
4 Project director (required) – 240 days	1		\$65,800
5 Site coordinator (required) – 225 days	10		\$550,000
6 Family engagement specialist (required) – 205 days	1		\$57,000
7 Secretary/administrative assistant – 225 days		1	\$14,478
8 Data entry clerk			\$0
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist			\$0
Auxiliary			
11 Counselor			\$0
12 Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
Other Employee Positions			
19 Title			\$0
20 Title			\$0
21 Title			\$0
22	Subtotal employee costs:		\$687,278
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$0
24 6119	Professional staff extra-duty pay – <i>Extra duty pay for teachers providing instruction during the ACE program at ten schools during the school year and the summer.</i>		\$327,881
25 6121	Support staff extra-duty pay - <i>Extra duty pay for paraprofessionals to assist with enrichment activities in ten ACE programs.</i>		\$182,200
26 6140	Employee benefits @11.3% plus medical benefits		\$172,209
27 61XX	Tuition remission (IHEs only)		\$0
28	Subtotal substitute, extra-duty, benefits costs		\$682,290
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,369,568

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101917		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Academic enrichment service providers – <i>The service providers will use interactive, hands-on activities to reinforce concepts from the school day.</i>	\$90,520
2	Fine arts service providers – <i>Fine arts providers will integrate school day concepts into various types of art to support regular school day instruction.</i>	\$42,500
3	College and career awareness service providers – <i>Working with various providers, students will gain a vision of post-secondary opportunities through interactive, experiential activities involving college and career exploration and awareness.</i>	\$13,000
4	Nutrition/Physical education service providers – <i>Students will learn ways to stay healthy and develop healthy lifestyle choices through nutrition and physical education activities.</i>	\$43,020
5	Family engagement service providers - <i>Family engagement providers will share information with parents that include positive parenting; positive student behaviors; drug and alcohol signs and symptoms and what to do about it; and computer literacy. Also, this will cover the cost of establishing ongoing activities for parents such as ESL and literacy activities; yoga; Zumba; and nutrition.</i>	\$10,500
6	External evaluator - <i>An external evaluator will assess the effectiveness and impact of the ACE program on participants at ten campuses.</i>	\$30,000
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$229,540
c. Remaining 6200—Professional and contracted services that do not require specific approval: District cell phone contract for Project Director and Family Engagement Specialist, and wireless hot spot for Project Director		\$1,900
(Sum of lines a, b, and c) Grand total		\$231,440

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101917		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$63,515
Grand total:		\$63,515

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101917		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$22,200
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$29,500
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$51,700
Remaining 6400—Other operating costs that do not require specific approval:		\$37,601
Grand total:		\$89,301

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101917			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	<i>Computers for use by ten Site Coordinators and the Project Director. The use of the computers will support the implementation of the grant, maintain communication with program staff and TEA, and serve as a tool to promote the program to students and parents at each campus.</i>	10	\$1,000	\$10,000
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1,250	
Category	Number	Percentage	Category	Percentage
African American*	56	4.5%	Attendance rate	96.4%
Hispanic*	1,126	90.1%	Annual dropout rate (Gr 9-12)	DNA
White*	56	4.5%	Students taking the ACT and/or SAT	DNA
Asian*	4	0.3%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged*	1,094	87.5%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)*	564	45.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	65.8%
Disciplinary placements	1,149	16.4%*		

Comments

The data for the charts in Part 1 and 2 was retrieved in February, 2016 from the district data system, Mizuni, Public Education Information Management System (PEIMS), and the Texas Academic Performance Report (2014-15).

*Number is based on the demographic data from the 10 Cycle 9 ACE campuses only.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	39	8.2%	No degree	3	0.7%
Hispanic	202	43.5%	Bachelor's degree	373	79.8%
White	198	44.2%	Master's degree	88	18.9%
Asian	11	2.5%	Doctorate	3	0.6%
1-5 years exp.	117	24.8%	Avg. salary, 1-5 years exp.	\$51,066	N/A
6-10 years exp.	119	24%	Avg. salary, 6-10 years exp.	\$53,028	N/A
11-20 years exp.	110	24.8%	Avg. salary, 11-20 years exp.	\$55,315	N/A
Over 20 years exp.	56	12.3%	Avg. salary, over 20 years exp.	\$63,229	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	150	175	175	162	150	162	200	38	38	0	0	0	0	1,250
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	150	175	175	162	150	162	200	38	38	0	0	0	0	1,250

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for assessing student and campus needs: Using the *Texas ACE Blueprint* needs assessment process, the ten schools identified the student and parent needs their unique ACE program will address. Principals at each campus convened their administrative staff, representatives from their faculty, parents, and community members to objectively assess the needs and resources and to identify the campus needs that a Texas ACE program could most effectively address. The group used the following sources of information to complete the assessment - (1) 2015 STAAR data of the grade/subject and subgroup with the lowest performance, (2) the district strategic plan, (3) campus improvement plan, (4) student discipline data, (5) a district-developed parent survey, (6) district curriculum-based assessment performance, (7) promotion data, (8) attendance data, (9) information on the community surrounding the school from the Census Bureau, (10) campus staff input, and (11) student input. Next, schools were asked to review the information available, identify the top three needs from each source, and propose activities to address the needs. After assessing the data and combining the results of the ten Pasadena Cycle 9 ACE schools, common themes were discovered in the gaps between current and desired performance levels resulting in the highest priority needs. They are:

1. **Academic support for writing** – Nine of the 10 schools are performing below the state on the STAAR writing (from 25 percentage points below at Gardens to 4 percentage points below at McMasters);
2. **Academic support for reading** – Eight of the 10 schools are performing below the state on the STAAR reading (from 23 percentage points lower at Gardens to 3 percentage points lower at McMasters and Richey);
3. **Academic support for English Language Learners** across all subjects – All schools are performing below the state on the STAAR (from 40 percentage points lower at Queens to 3 percentage points lower at Pearl Hall);
4. **Parental development opportunities** – The Fall 2015 parent survey revealed interest in classes including GED, ESL, Internet safety, how to provide academic help, and bullying awareness and prevention classes; and
5. **Development of social emotional skills** – Approximately 71% of students attending the 10 targeted schools are considered at-risk of dropping out of school based on PEIMS 110 records (state-defined criteria TEC 29.081) in comparison to 60.1% of all students in the district and 51.2% of all students in the state.

Available community and campus resources: In addition to reviewing the eleven data sources listed above, the ten school principals and their teams performed an analysis of existing and desired services and activities. There are internal and external resources that many schools are using but they are not providing the full support struggling students and families need to achieve in school. All schools have support from strong district Curriculum and Instruction and Special Programs departments, including bilingual/ESL and special education support. District personnel are available to assist campuses as needed. Schools offer STAAR tutorials; however, the number of sessions is limited due to budgetary constraints leading some schools to only offer tutorials in the spring when many students need the extra assistance all year. Schools also have access to community organizations including various health partnerships with campus HOSTS programs, Houston Food Bank, San Jacinto Community College, Neighborhood Centers and the Pasadena Public Library. These available community, campus, and district resources will serve as key components to delivering a comprehensive afterschool program that will close existing gaps for students and families.

Process for prioritizing multiple needs: With students and families facing many challenges outside of the school day, the identified needs were numerous as principals and their teams thoroughly reviewed the data. However, priority was given to those areas where each individual principal felt the Cycle 9 ACE program could address academic readiness and make the largest impact based on the goals and objectives of the funding opportunity.

Alignment of program activities to the needs: The Cycle 9 ACE program will offer programming aligned to the needs of the students and their families. Each individual school will consider their top needs and work with their campus ACE team to design a program that is responsive to those needs. The schools also considered the needs of working families when determining the hours of operation, the decision to offer programming in the morning, and the time of the family engagement activities.

Annually, the Cycle 9 ACE programs will conduct a needs assessment and update their program plans based on the results to ensure the afterschool programs are continuously addressing the needs of the students and parents.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Academic support in writing	Nine of the 10 schools are performing below the state on the STAAR writing test. The Cycle 9 ACE program will provide support for the regular school-day instruction through hands-on, interactive activities in a relaxed, yet energetic environment. Students will have a small, supportive environment where they can practice their writing skills before or after school. Schools lacking resources for additional tutorials, for example, will work with struggling students during the Cycle 9 ACE program for a longer period of time. Cycle 9 ACE programs will incorporate project-based learning to involve students in actively using their knowledge to go deeper and explore real-life problems and challenges through application resulting in solutions that are relevant to the student. Activities will include the Young Authors Club where students will write and publish a short book, Writing Workshop which will focus on expository writing, and Blogging where students will create stories and progress to creating their individual blog.
2.	Academic support in reading	Eight of the 10 schools are performing below the state on the STAAR reading test. The Cycle 9 ACE program will allow students to practice their reading and increase their comprehension by making predictions and connections and using different questioning techniques. The Cycle 9 ACE program will offer various activities including Book Clubs, where students read and discuss novels as a small group, expanded library time to allow students access to a level-appropriate book selection, and an emphasis in each afterschool class on building vocabulary from the day's lesson.
3.	Academic support for English Language Learners (ELL) across all subjects	All schools' ELL populations are below the state on all STAAR subjects tested. Cycle 9 ACE programs will provide a submersion-type environment allowing ELL students the opportunity to practice conversational English through language-rich classes such as Reader's Theater, which build fluency, and improve listening and speaking skills, and Black Light Puppetry, where students create and perform a puppet show.
4.	Parental development opportunities	The district's fall 2015 parent survey revealed significant interest by parents in classes including GED, ESL, Internet safety, how to provide academic help, gang and bullying awareness and prevention classes. Through the family engagement activities offered in the ACE program, parents will acquire skills to help their children with homework and to improve their employability. The classes requested on the survey will be offered in the ACE program in addition to classes that further their own education and provide career development pathways which offers long-term support for parents to find better employment opportunities. The classes will help parents navigate the educational system and assist their children in preparing for future opportunities. Activities will be held at times suitable for working parents.
5.	Development of social emotional skills	Approximately 71% of students attending the 10 targeted schools are considered at-risk of dropping out of school which is higher than the state (51.2%) and district (60.1%). This data indicates a need for building more than academic skills so that students can successfully persist through high school graduation and beyond, have the resiliency to achieve academically, interact socially in an appropriate manner, and resolve conflicts effectively. A Cycle 9 ACE program will provide opportunities to build these skills with guidance from an instructor. Instructors will work with students to build positive peer relationships in a structured, fun environment through role-playing activities, games, and other innovative techniques implemented during the afterschool program. For example, a class will have students working in smaller subgroups and then collaborating over time to produce a final product teaching students how to work in groups with different people. Cycle 9 ACE classes will prepare students to speak, advocate, find solutions and lead in the future.

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Schedule #14—Management Plan

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director will hold a master's degree in education (or related field) and have a minimum of ten years of experience with fiscal/budget management, data reporting, and implementing and managing 21 st CCLC sites. The director will work a 240-day contract.
2.	Site Coordinators (SC)	Qualified SC's will be hired within 30 days of the grant award on 225 day contracts and have a bachelor's degree and/or five years of experience working with high-risk children and families, in managing staff and budgets and using community resources. Spanish fluency and at least three years' experience managing out-of-school-time programs is preferred.
3.	Family Engagement Specialist (FES)	A qualified FES will be hired within 30 days of grant award on a 205 day contract and have: a bachelor's degree; experience coordinating community resources for families from diverse cultures and economic backgrounds; and experience with after-school programming. Ability to work flexible hours for evening events and fluency in Spanish are preferred.
4.	Evaluator	Within 30 days of grant award, an external evaluator will be contracted to provide program evaluation services. The evaluator's experience will include evaluating afterschool/summer programs, knowledge of techniques that result in usable program data for program implementation guidance, continuous improvement, and determining program effectiveness.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually, 70% of Cycle 9 students will exhibit mastery on the STAAR writing assessment.	1. Target students needing additional writing support.	08/01/2016	09/30/2017
		2. Align activities to the needs of targeted students.	08/01/2016	09/30/2017
		3. Pre-test students receiving tutoring in writing.	08/29/2016	09/30/2017
		4. Implement interactive activities before or after school.	08/29/2016	05/19/2017
		5. Post-test students receiving tutoring in writing.	05/01/2017	05/19/2017
2.	Annually, 75% of Cycle 9 students will exhibit mastery on the STAAR reading assessment.	1. Target students needing additional reading support.	08/01/2016	09/30/2017
		2. Align activities to the needs of targeted students.	08/01/2016	09/30/2017
		3. Pre-test students receiving tutoring in reading.	08/29/2016	09/30/2017
		4. Implement interactive activities before or after school.	08/29/2016	05/19/2017
		5. Post-test students receiving tutoring in reading.	05/01/2017	05/19/2017
3.	Annually, 65% of ELL Cycle 9 students will exhibit mastery on all subjects of the STAAR assessment.	1. Target ELL students needing academic support.	08/01/2016	09/30/2017
		2. Align activities to the needs of targeted students.	08/01/2016	09/30/2017
		3. Pre-test ELL students receiving tutoring.	08/29/2016	09/30/2017
		4. Implement interactive activities before or after school.	08/29/2016	05/19/2017
		5. Post-test ELL students receiving tutoring.	05/01/2017	05/19/2017
4.	80% of Cycle 9 parents will participate in at least one family engagement activities per semester.	1. Align activities to the needs of parents.	08/01/2016	09/30/2017
		2. SCs plan activities with assistance from FES.	08/01/2016	05/19/2017
		3. Schedule parental activities for each semester.	08/29/2016	05/19/2017
		4. Advertise activities two weeks prior to each activity.	08/29/2016	05/19/2017
		5. Review post event surveys.	08/29/2016	05/19/2017
5.	90% of students will enroll in at least one social skills building class per semester.	1. Train teachers on Conscious Discipline (CD) strategies.	08/01/2016	07/20/2017
		2. Design lessons with social skills building activities.	08/01/2016	08/22/2017
		3. Implement CD/social emotional lessons in program.	08/29/2016	07/20/2017
		4. Pre-test survey administered to participants.	08/29/2016	07/20/2017
		5. Post-test participants and analyze results.	08/29/2016	07/20/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has written processes and procedures for monitoring the attainment of grant-funded programmatic goals and objectives and they are explained in a grant award meeting within 30 days of receiving the Notice of Grant Award. In addition, the district has a full-time **Grants Compliance Coordinator** dedicated to monitoring all grant-funded programs for funding compliance with all district and funder statutory, budgetary, and reporting requirements. For the Texas ACE, Cycle 9 grant, she will dedicate three to four hours per month ensuring the Cycle 9 grant is implemented with fidelity. The Cycle 9-funded staff with program compliance responsibilities include:

A full-time **Project Director (PD)** will provide hands-on, one-on-one site coordinator guidance for problem-solving operational challenges to ensure program implementation fidelity. The PD will use observational walkthroughs to monitor for consistent programming, assess program activities for quality and use of collaborative partner resources, and ensure stakeholder involvement. Further, the PD will monitor activity content by meeting with the site coordinators during monthly meetings, to ensure activity content is aligned to student gaps at their school. The PD will also monitor and guide post-grant sustainability, and ensure that evaluation data is used for programmatic improvements. The **Family Engagement Specialist** will support the development and implementation of family engagement activities and monitor the use of collaborating partner and community resources through observational walkthroughs. She/he will support site coordinators in identifying family needs through annual surveys and ensure attendance will meet grant goals. The **Site Coordinators** will ensure the afterschool program activities are aligned to the academic school day. They will do this through regular and formal observations that identify if students are engaged in activities and if the planned lessons are followed and result in student higher-order thinking. They will meet monthly with their campus ACE team to ensure student/family attendance goals are met.

The Cycle 9 program plan will be adjusted when progress toward goals and objectives is not occurring. The venue for adjusting the plan is the regular monthly campus meetings where ACE stakeholders and staff will identify and problem-solve operational issues impacting program progress and identify program adjustments needed. Adjustments and program changes will be documented and communicated through revised program schedules and meeting minutes.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pasadena ISD (PISD) Board of Trustees, administration, and community are supportive of afterschool programming. Because afterschool programming serves as a valuable service for working parents of elementary, middle, and intermediate children, PISD will institute a combination of a fee-based program and reimbursement through the Workforce Commission for families eligible for childcare support. PISD has experience with this existing program and it has provided after school programming for schools that do not have grant-funded programs. However, these grant awards are limited and only fund four programs, including one specifically designed for autistic students. With 67 schools, the need is still great and funding is continuously sought to meet the need for programs throughout the district. An additional source identified in January 2016, is a collaboration with Harris County Department of Education's CASE for Kids, which has provided one elementary school with an afterschool program. PISD will continue this collaboration as a way to build sustainability over time.

To identify other streams of funding, the Project Director meet with the ACE Community Taskforce (described in TEA Program Requirement 1, page 31). During the Taskforce meetings, partners will receive education on afterschool programs and the data that shows the program's impact on student achievement and social emotional development. The Taskforce members will be urged to serve as advocates of afterschool and commit to supporting the district's Cycle 9 ACE programs through fundraising and/or providing in-kind services as a way to build long-term support. Further, the members will learn a three-minute elevator speech to use when recruiting new partners for the Taskforce. Site Coordinators and ACE grantee-level staff will research, identify, and begin sustainability strategies at the start of the Cycle 9 ACE grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Site Observations (Qualitative)	1.	Improved quality of instructional activities (writing, mathematics, reading; student collaborations, higher level thinking, projects, application of skills)
		2.	Increased connections to the school day, students' lives, student engagement, and evidence of college/career preparation
		3.	Improved student behavior
2.	Student Pre/Post Surveys (Quantitative & Qualitative) Student Focus Groups	1.	Positive student perceptions of afterschool programming
		2.	Increased student satisfaction with quality of the activities and the staff
		3.	Evidence of college/career awareness and preparation
3.	Principal Surveys Site Coordinator Survey Teacher Surveys	1.	Improved principal and teacher perceptions of the afterschool program and a shared understanding, learning, direction, and ownership
		2.	Improved quality of communication between ACE and the school day staff
		3.	Positive impact on attendance behavior, promotion, student engagement
4.	Parent Surveys	1.	Positive parent perceptions of the afterschool program
		2.	Feedback received on the quality of activities/planned events
		3.	Increased parent engagement in parent and student activities
5.	Quasi-Experimental Design	1.	Program exhibits positive impact on attendance of participants
		2.	Program exhibits a positive impact on student behavior of participants
		3.	Increase in academic achievement, including increased promotion rates

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An external evaluator (EE) will use a mixed-methods approach to collect data on the Cycle 9 ACE program. The EE will work with the Project Director (PD) to collect all data using the evaluation methods listed above in Part 1: Evaluation Design. Quarterly, the EE will conduct qualitative site observations and analyze the data quantitatively and qualitatively. The EE will provide **quarterly** reports with strengths and weaknesses identified and suggestions for improvement. The PD will share the report findings with the ACE grantee-level staff, district administrators, principals, site coordinators, and ACE Community Taskforce members. As information is presented to these stakeholders, the PD will guide the Site Coordinators in refining, improving and strengthening their programs. Data collecting activities for each quarter will include: **First quarter** – Administer student surveys as a pre-survey. Collect information on program activities and number of participants. **Second quarter** – Administer Principal and Site Coordinator surveys and compare the results with site observation reports. **Third quarter** – Administer a Teacher survey and a Parent survey; conduct three student focus groups per site. **Fourth quarter** – Re-administer student surveys as post-surveys. Compare the results obtained through the first administration with results from the second administration. Collect student academic data, achievement results and attendance data for the non-ACE participants within each school and compared to ACE participants' data. A final **End of Year Report** will integrate the quarterly reports and suggest final recommendations for each site.

In keeping with the "What Works Clearinghouse," the EE will use a quasi-experimental design (QED) to identify a matched sample of non-ACE students to compare with a sample of ACE students. The EE will determine the sample group based on matching students on the following variables: gender, race, ethnicity, grade level, and at-risk, ELL, SPED, and economically disadvantaged status. Using the QED, program impact on student academic achievement, school attendance, behavior, and grade promotions will be assessed during the fourth quarter. The EE will analyze all data using frequencies, percentages, averages, two-tailed independent t-tests, and Mann Whitney U tests.

Each semester, the ACE PD and staff will share the findings with the public through a notice posted on the afterschool program website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All student activities are categorized under one of the four ACE Components: *Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce*. To ensure the classes supplement instruction, campus ACE teams will align activities to school-day instruction and the specific academic needs indicated on Schedule #13, page 20. The student activities will be guided by the *Texas ACE Blueprint's* Activity Planning Worksheets and lesson plans identifying the TEKS Student Expectations (SE) to be met. All Cycle 9 ACE programs will participate in a minimum of two district activities. One such event is Kids Day Entrepreneurship, where students design a product, engage a student marketing team to share information about the product, and participate in a marketplace event for all 10 schools where they "sell" their items and have access to a bank like a real entrepreneur.

All of the Cycle 9 ACE schools have an academic need in the areas of reading, writing, and language support for ELL students and will offer **academic assistance** activities that supplement regular day instruction such as homework assistance, writing workshops, book clubs, blogging, and STEM activities. Proposed **enrichment** activities include sign-language class to build communication skills, project-based learning classes such as the creation of a stop motion animation film, discovery learning where science is used to teach reading, writing, and math; action-based learning which incorporates kinesthetic movement with academic instruction; dance to allow students to move and exercise; art to allow the expression of the student's inner creative thinking; character building classes to build social-emotional skills; various sports; chess to teach critical thinking skills; and Makerspace activities, which allow students to build prototypes, explore questions, fail and retry, share ideas, and build something together. **Family and parental activities** will be designed to meet the requests indicated in the campus Fall 2015 Parent survey where they expressed interest in learning how to ensure academic success for their child and build their own knowledge. Activities will include mental and health service through a neighboring clinic, job readiness and skill building through the Texas Workforce Commission, oral hygiene education in partnership with a local dentist, nutritional education, ESL and GED classes, and participation in Charlas, a program designed to help parents navigate through the education system and set goals for their children and families. Each Cycle 9 ACE program will tie **College and workforce readiness** activities to student interest and academic preference and include: introduction to cosmetology, fashion design, AVID (Advancement Via Individual Determination), and career and college exploration.

Safe Travel to and from Center and Home. The Cycle 9 ACE programs will operate in the schools of the participating students; therefore, safe travel to programming and home is not expected to be an issue. The ACE policies for safe travel to home will differ, depending on the grade level. Family members of K-4 students are expected to pick up and sign out their child. Secondary students can sign themselves out; however, parental permission is required.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program communication, outreach, and promotion of the PISD Cycle 9 ACE centers will target staff, parents, students, and the community. The Project Director will work with the district Communications Department to develop promotional materials that describe the program, the various locations, activity descriptions, and benefits to students and their families. Venues for communicating to the community, to students, and to parents will include a webpage on the district's website devoted to Afterschool Programs, Facebook and Twitter accounts, letters home to parents, morning school announcements, district wide ACE specific newsletters, as well as individual school newsletters, school marquee postings, targeted phone calls, text messaging, email, and postings in the community newspapers and media news release. Through the PISD district-wide weekly employee newsletter, the Project Director will share special program events, evaluation results, and outcomes (such as noteworthy student projects) from each site. The electronic newsletter is called *News You Can Use* and it is distributed to all PISD staff through email and the district's website. To meet the needs of the diverse PISD community, communications targeting parents will be available in English, Spanish, and other languages as needed. Staff and school board member communications will occur through scheduled meetings such as faculty meetings, school board meetings, District Education Committee, and site-based decision making committee meetings where information regarding the Cycle 9 ACE center program implementation, recruitment, enrollment, and attendance will be shared.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of the ten campuses conducted a thorough needs assessment using a variety of sources. As the assessment was conducted, the principals and their team considered the top three needs for their campus. With the top three needs considered, the campus developed a schedule of activities to improve campus and student achievement. Additionally, principals collaborated with other principals who have operated successful afterschool programs and have a proven track record of success. They selected activities that were responsive to the student and parent needs and incorporated them as a part of their Cycle 9 ACE program schedule.

Upon notification of the grant award, the Project Director will meet with each school and discuss their preliminary schedule and proposed activities, created for the application process, and refine the schedule as necessary for implementation. The principal and the Site Coordinator will use the PISD-created "Intentional Activity Packet," which is based on the *Texas ACE Blueprint*, to create programming for their school based on the proposed schedule and activities and campus-specific data. This process starts with data and ends with a set of Activity Planning Worksheets (from the *Blueprint*) for each class on the schedule. The Activity Description drives the class objective. The Project Director requires that each description answer the following questions: 1) What are students learning, 2) How are they learning it, and 3) How do you know they learned it (or how is it measured)? This gives both the Site Coordinator and the instructor a plan of action for the class and helps the instructor understand how the classes' objectives will be met while offering a high quality program that is responsive to student and family needs. Further, reducing the class size of each activity to 1:15 allows instructors to provide more laser-focused interventions and assistance to struggling students.

With the intentional planning of every activity offered in the Cycle 9 ACE program, including alignment with the needs of the campus and smaller class sizes, student and campus achievement will improve (Afterschool Alliance Issue Brief Number 47, March 2011)

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Cycle 9 ACE site will use the following **Federal** resources:

- All ACE sites will use free and reduced food services for snacks during the school year and lunch during the summer. Estimated in-kind is \$22,500, annually.
- Training the Cycle 9 ACE staff on Youth Mental Health First Aid through the Project AWARE grant, funded through the Substance Abuse and Mental Health Services Administration. The estimated in-kind value for approximately 14 people is \$2,000.
- Each ACE site will use the You for Youth website to gather programming ideas.

Each Cycle 9 ACE site will use the following **State** resources:

- The *Workforce Solutions* activities, training, and scholarships will provide parents work force exposure activities. Estimated minimum in-kind is \$2,000.
- ESL and GED classes through San Jacinto College will increase parent literacy for students participating in the Cycle 9 ACE program. Estimated in-kind is \$9,200 per year.

Each Cycle 9 ACE site will use the following **Local** resources:

- All ACE sites will use their school's gymnasiums, computer labs, libraries, and classrooms during the school year and summer programs. Estimated in-kind of space and utilities is a conservative \$9,000 annually.
- Pasadena Public Library will be utilized both as an offsite location and as guest vendors providing literature related activities to the Pasadena community
- Local Universities and colleges will be used to expose ACE students to post-secondary education. Estimated in-kind for college/university staff and tours is \$1,000, annually.

The total amount of funds anticipated to leverage program activities, annually, is approximately \$45,700. Coordination of the federal, state, and local resources effectively delivers necessary public resources to those who have been identified as needing the assistance most but have been difficult to reach. Thus, the goals and objectives for these public resources are met, along with those of the Texas ACE grant, when funding is coordinated to provide services to the families of PISD Cycle 9 ACE schools.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Cycle 9 ACE program is designed to have outcomes that improve (1) academic performance; (2) school-day attendance; (3) positive behavior; and (4) grade promotion rates through activities addressing each of the identified needs for the 10 schools. To measure the effectiveness of the program at the schools, the Project Director will work with the external evaluator to collect the appropriate data from each campus and analyze the impact of the program on students and families.

Activities based on measures: Activities for the Cycle 9 ACE programs are not only based on need but are also selected to provide high-quality enrichment opportunities to students who cannot afford the fees of activities such as league sports, music, and dance classes or the entry cost for NASA's Space Center Houston. The afterschool program provides access to these opportunities without sacrificing the quality of the delivery. Each site will collect data on the activities in response to the performance measures required by TEA on page 35 of the Program Guidelines. The performance measures evaluated for the Cycle 9 ACE program are:

- Regular program attendance;
- On-time advancement to the next grade level;
- Student grades and classes passed in core content areas;
- Student behavior reports and referrals during the school day;
- Pre- and post-test assessments for students participating in activities funded by the Cycle 9 ACE program;
- Types of activities offered and schedule of activities;
- Participant enrollment and attendance; and
- Staffing information, partnerships, and other funding sources.

Key objectives the external evaluator will also consider as program effectiveness is determined are:

- Annually, 70% of Cycle 9 students will exhibit mastery on the STAAR writing assessment.
- Annually, 75% of Cycle 9 students will exhibit mastery on the STAAR reading assessment.
- Annually, 65% of ELL Cycle 9 students will exhibit mastery on all subjects of the STAAR assessment.
- 80% of Cycle 9 parents will participate in one family engagement activities per semester.
- 90% of students will enroll in at least one social skills building class per semester.

The timeline for achieving the objectives with the associated milestones is discussed in Schedule #14, Part 2.

Design supported by evidence-based research: To accomplish the objectives and goals of the Cycle 9 ACE program, the sites will design the activities to include project-based learning. Active learning does not have to stop when the bell rings. There is significant learning potential in the after school hours. Defined by the Harvard Graduate School of Education, 2002), project-based learning (PBL) "is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge" Students in PBL classes are more focused on the activity, more passionate about learning, and are more invested in the learning and its outcome. Advocates identify the role of PBL as important in helping students develop essential skills required in school and work settings, including the ability to do sustained work over time; skill in collaborating with others; problem solving and critical thinking in the midst of complex activities; and attention to process as well as product.

Plan to collect local data: The local data used to determine the need for out of school time programs and activities will include: Campus-level data; student-level deficiencies; and student voice. With the help of the campus ACE team, the Site Coordinator will pull and analyze the data with the campus ACE team. Additionally, the information will be shared with the external evaluator for the quarterly performance reports. If the data shows modifications are necessary, the campus ACE team will make the necessary changes to improve program effectiveness. If the data demonstrates objects have been met, the Site Coordinator will share the success with parents, community members, campus staff, and district administrators.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Since the 2011-2012 school year (Cycle 7, Year 1), the PISD afterschool programs have collaborated with a multitude of community partners to address specific needs and to enhance the programs. The partnerships are still strong and will meet the needs identified in the campus needs assessment.

Partnerships include: **Center for the Missing** will provide workshops on internet safety for staff, parents, and students in the program. **Harris County Department of Education/ Center for After-School, Summer, and Extended Learning for Kids (CASE for Kids)** provides staff development to front-line staff and Site Coordinators. They also grant PISD afterschool programs access to resources online, including an opportunity to check-out products in their lending library to help improve programing and allowing the sites to reduce funds expended on supplies. **YMCA of Greater Houston**, a joint partner on the Cycle 9 ACE grant, collaborates with PISD Afterschool to provide free swimming lessons for 250 students. In addition, the YMCA will provide approximately 150 students the opportunity to learn soccer techniques. These skills are learned in a soccer class and then demonstrated twice monthly in games between other participating Pasadena Cycle 9 ACE schools. **University of Houston** will provide the Bounce program, a series of nutrition classes for both students and parents, to some of the Cycle 9 ACE sites. In addition, the university will select a site for the AEGIS Project, an educational game for the purpose of introducing coding to students via an electronic game format.

Partners for parent activities include: **Houston Food Bank**, who will provide volunteer opportunities for schools to complete a community service project where students work alongside their parents to prep food delivery items for the hungry and homeless of Houston. The Houston Food Bank will also offer free educational programs to Cycle 9 ACE families on nutrition, cooking, container-gardening, food budgeting, food safety, and healthy nutrition habits that reduce the risk of diseases, such as diabetes. **Pasadena Police Department** will provide parent classes that include bullying and personal safety. They also will provide the ACE grantee- and center-level staff with the RAD, self-defense training. This is an important safety and education measure for the staff due to the ACE program dismissal occurring in the evening, especially during daylight savings time. Site Coordinators are often the only individuals on campus when students have left for the day. This added safety measure is necessary to help our staff feel safe and equipped to deal with potential danger. Individual campuses regularly partner with the **Pasadena Public Library** for parent events such as Story Time with Families and School Resource Fairs. As other bi-monthly events are created by the library, the Site Coordinator will share the information with parents via fliers and email. **Path to College** will collaborate with PISD ACE to help increase academic performance and help parents help their students prepare for the future through 7-week sessions that provide parents a guide to support them through the educational process. **San Jacinto Community College** will deliver ESL and GED classes to the parents of Cycle 9 ACE students. Additionally, they will present families with adult education opportunities that result in job opportunities. During the summer, Education majors participate in the program activities and conduct observations of the programs to gain firsthand knowledge of how to effectively teach school-age students. **Texas Parks and Wildlife Department** will provide free outdoor experiences to families that involve canoeing, hiking, geocaching, and biking within the surrounding state parks. The **Texas Workforce Commission** will present parent sessions on workforce topics such as employability skills during ACE events.

The Project Director and the Family Engagement Specialists will continue to work with the Site Coordinators to establish new partnerships while maintaining the existing partnerships to bring added value and expertise to the afterschool programs and to address new needs identified through the annual needs assessment.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As each campus conducted a needs assessment to identify how an afterschool program could address gaps, the principals and their teams also evaluated how to expand/enhance current activities and services with the implementation of Cycle 9 ACE program.

Available resources: Pasadena ISD has resources available that could coordinate with Cycle 9 ACE funding to provide/supplement full support to students and families. District resources that support campus programs include:

- *Professional development for staff.* In addition to the myriad of professional development opportunities available to all district employees in all areas of educational service, PISD was awarded a Project AWARE grant, funded through the Substance Abuse and Mental Health Services Administration. The grant provides an eight-hour training in Youth Mental Health and First Aid for all full time ACE staff. The training teaches a method of observation to identify students who are in mental distress and need support. Staff development for ACE Coordinators is provided on a regular basis in bullying prevention and conflict resolution. Conscious Discipline, a training focused on impacting school culture to create an environment of cooperation, constructive problem solving and academic success is provided by the PISD Behavioral Response Team and is aligned with a district-wide initiative. In partnership with Harris County Department of Education's CASE for Kids, staff will receive professional development on best practices in the field of afterschool from local experts. Additionally, the SCE Cycle 9 staff will use Cypherworx, an online training for afterschool professionals.
- *Charlas.* Path to College collaborates with PISD ACE campuses and parents to help increase academic performance and help parents help students for the future. Many of our ACE sites have hosted seven-week sessions to provide parents support through the educational process and help create a college-going mind set for their children and themselves.
- *Opportunities to network with departments.* The ACE Project Director meets monthly with all of the district administrators at the monthly Administrative Council meetings. Further, PISD has a strong Curriculum and Instruction department that provides monthly meetings for district administrators on changes and helps the afterschool programs understand the district direction and needs that can be supported in the afterschool program. The Special Programs department hosts monthly Leadership Meetings where coordinators and directors from various programs meet and collaborate.

External resources available to the campuses to support the Cycle 9 ACE program are:

- *The When I Grow up Curriculum.* This curriculum is a Workforce Solutions education curriculum that is TEKS aligned and provides educational lessons for elementary, middle, intermediate and high school that are designed to explore careers and opportunities in the Houston/Galveston area.
- *College and Career Awareness.* Campuses participate in College Fairs, host Career Days and have students research colleges, in conjunction with San Jacinto College.

Program addresses identified needs: Each campus performed a needs assessment where they linked specific Cycle 9 ACE activities to the needs identified from the eleven data sources. Thus, all activities, for students and parents, will address an identified campus need. Modifications will be made each year if the annual needs assessment reveals different campus needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current research regarding how people learn has changed drastically. Research presently shows effective learning is linked to opportunities to "explore, inquire, solve problems, and think critically" (Interdisciplinary Journal of Problem-based Learning, 2012). Twenty-first century skills are more about designing solution strategies than being able to memorize and compute (Harvard Education Review, 2008). Having developed five years of ACE programming for 19 schools, PISD Afterschool has developed a number of best practices based on experience and "lessons learned."

Cycle 9 ACE activities are learner-centered and address the needs of all learning styles including visual, auditory, and kinesthetic. Higher level questioning, problem solving, collaborative group work, and project-based learning are integrated throughout the program. Critical thinking, communication, and creativity are encouraged. Beginning at the elementary level, instruction that integrates these skills builds the foundation for intermediate and high school. For the Cycle 9 ACE schools, PISD will continue to use these research-based practices as they have shown success in the current afterschool programs. For example, a school-day teacher will regularly extend their classroom instruction through hands-on experiments offered in the afterschool program. This provides a continuum of learning while bringing to life abstract concepts in subjects such as math and science. Project-based learning (PBL) allows students to learn and acquire knowledge as they create a final product. One Cycle 9 ACE school, for example, will implement the process of creating a stop motion animation film. This activity will provide students an enhanced understanding of postsecondary and workforce preparation. The Writing Class will have the responsibility of developing the storyline through writing the narrative and using story boards. The Art Class will use clay and other art supplies to create the characters and the set for the story, and, finally, the Film Production Class will use their knowledge of video and still photography techniques (using different angles to create different effects) to bring all the work of the classes together to film the final project.

Additionally, the Site Coordinators attend monthly staff meetings where they are able to share program ideas, discuss programming issues, and best practices in the field of afterschool. During these meetings, Site Coordinators will receive training to ensure each program has components which promote positive youth development of the students. Trainings cover topics such as service learning, bullying prevention, conflict resolution, and Conscious Discipline strategies designed to create an environment of cooperation, constructive problem solving and academic success.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers can serve an important role in motivating students to reach their full potential. They can assist with homework and serve as a role model to students who need to interact with a dedicated, caring adult. PISD afterschool programs routinely seek volunteers to assist in the operation of the program. In the past, volunteers have consisted of family members of students who offer their support for special student/family events and high school students who work with elementary students assisting with homework and reading to the younger students. High school students also volunteer as classroom assistants in activities such as sports and theater.

Whether it is inviting a grandparent to volunteer when the Site Coordinator sees them at student pick-up time, or working with the Pasadena Retired Teachers Association, senior volunteers are always encouraged to volunteer their time in the afterschool programs. Many of the current afterschool sites have used senior volunteers at some point during their afterschool program. Senior volunteers are able to assist with homework help, reading to students, or sharing their life history during special program events. When volunteers work in the Cycle 9 ACE programs, the sites will encourage the volunteers to participate in trainings held for afterschool program staff. The Site Coordinators will continue to recruit senior volunteers for their program and will promote volunteering opportunities for their program ensuring all volunteers are appropriately qualified and screened for their assignment. The Cycle 9 ACE programs will continue to recruit family members, high school students, and senior adults in the Pasadena community as volunteers. PISD Afterschool programs also work with the district's HOSTS program. HOST stands for Helping One Student To Succeed and is a nationally-recognized, structured program that pairs a student who needs help learning to read and write with a community member who wants to make a difference in a student's life. With help from volunteer mentors, students receive the extra attention and encouragement they need to become better students.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The PISD Board and administration recognize the important contributions to student health, learning, and student and family engagement the afterschool program allows. Thus, sustaining the program after Cycle 9 ACE funding ends is important. Last year, the ACE program was restructured and placed under the Special Programs department. Special Programs consists of several departments, such as Migrant and McKinney/Vento Homeless populations, bilingual/ESL education, Behavioral Response Team, Special Education, and the Parent and Community Liaison. As a result of this reorganization, the ACE program is able to work closely with each department and offer classes tailored to the needs of students in these special populations. For example, some ACE programs will implement a special one-hour session twice a week for ESL students in the afterschool program. These classes were taught, at no cost to the ACE program, by expert staff from the ESL/Bilingual department. Having direct access to the Special Programs staff is a first step of thinking "out of the box" on leveraging funds and services for the afterschool program and building sustainability.

The district is considering various options for absorbing some of the costs associated with the afterschool program at the end of the Cycle 9 ACE grant. The district is beginning to discuss options including the use of other funding sources, including federal and local money, adding some of the afterschool duties to other positions with accompanied with additional pay, and securing grants from sources that may require matching funds.

Currently, a pilot site has received limited funding for an afterschool program that would be matched through funds from a county agency. Services would be similar to existing ACE services with the exception that fewer students will be served. Also, the district is exploring the feasibility of placing one site coordinator over two schools and having low parent co-pays collected to offset program costs.

To ensure a strong plan is in place for sustaining Cycle 9 ACE programs, the Project Director will follow the model for sustainability established by the Road to Sustainability: Sustainability Workbook developed by the Afterschool Alliance. The workbook groups the process in three action steps - (1) build collaborations to strategically secure resources; (2) advocate for support; and (3) search for funding. The annual timeline for implementing the sustainability plan is as follows:

Task	Responsibility	Due Date
Attend training on sustaining afterschool programs after 21 st Century Community Learning Center funding ends	Project Director	September-October, 2016
Train the 10 Cycle 9 Site Coordinators and Family Engagement Specialist on sustainability strategies	Project Director	November, 2016
Build collaborations	Project Director, Site Coordinators, Family Engagement Specialist	Ongoing starting September, 2016
Advocate support from the community	Project Director, Site Coordinators, Family Engagement Specialist, ACE Community Taskforce	Ongoing starting September, 2016
Identify funding	ACE Community Taskforce, PISD Grants Department	Ongoing starting September, 2016

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous feedback from all stakeholders is crucial to operating a program which meets the needs of the students and their parents. As a part of the district's Special Programs office, the Cycle 9 ACE program will work with the district's Parent Engagement Coordinator to develop the ACE Community Taskforce. The Taskforce will meet bi-annually as part of the district's Parent Meetings. These quarterly meetings, held separately in both English and Spanish, bring together parents who provide the district with feedback on its services and discuss different ways parents can engage in programs the district offers. The ACE Community Taskforce will become a part of these key parent meetings, thus assuring significant involvement in the Cycle 9 ACE program and providing a forum for the review of the project outcomes.

The ACE Community Taskforce may include:

- students;
- parents;
- staff, such as teachers, counselors and paraprofessionals;
- Site Coordinators;
- the Family Engagement Specialist;
- representative community partners such as the Public Library, YMCA, Retired Teachers Association, CASE for Kids, San Jacinto Community College, etc., and
- the Project Director.

Taskforce membership will continuously change as program needs evolve each year as evidenced through an annual needs assessment. Stakeholders will contribute to creating program awareness, evaluating program effectiveness, and sustainability through their participation on the Taskforce. The Taskforce will be involved in guiding program implementation and evaluating program activity effectiveness and responsiveness to student and family needs.

The Project Director and Family Engagement Specialist will create an agenda to guide the bi-annual meetings.

The meeting will minimally include discussions on:

- program implementation based on the annual needs assessment;
- program effectiveness;
- project results (Social Emotional Outcomes, Grades, Attendance, Behavior);
- student enrollment;
- effectiveness of targeting efforts;
- parent involvement and attendance;
- program challenges and potential solutions;
- program promotion and awareness; and
- afterschool sustainability.

The Project Director and Family Engagement Specialist will share the suggestions from the meetings with the ACE Cycle 9 campus program staff. When feasible, the Project Director will work with the Site Coordinators to implement strategies from these meetings into the Cycle 9 ACE programs.

The Taskforce will also continuously monitor community stakeholder attendance to Taskforce meetings. Meeting dates will be set at the beginning of the year and members will receive email meeting reminders, one week prior to each meeting date and the day before the meeting. Work with the Taskforce will be documented through agendas, minutes, partner rosters, and sign-in sheets.

Once stakeholder relationships are fully established and active, PISD will seek sustainability ideas and support through the stakeholders that have supported the ACE programming and have served on the Community ACE Taskforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With a Project Director to oversee the activities of the Cycle 9 ACE grant, Site Coordinators to manage the daily activities at the campus-level, and a district-funded Grants Compliance Coordinator, the grant will adhere to all grant requirements, meet the goals and objectives of the grant, and implement all parts of the grant with fidelity. PISD will use a team approach to the Cycle 9 ACE program. The key strategies for managing all of the moving parts of this multi-layer program and for ensuring high-quality intentional programming will include: communication; continuous and ongoing support; and training of all Cycle 9 staff.

Communication: Continuous and ongoing communication will ensure Cycle 9 ACE programming is of high quality, consistent across all ten site locations, and adheres to programmatic and statutory requirements. Communications will occur through telephone, email and in person during monthly staff meetings, monthly campus ACE meetings that include the principal, quarterly evaluator meetings, and through observational walk-throughs.

The Cycle 9 Project Director will primarily communicate with district administration, principals, coordinators and partners. The Family Engagement Specialist will communicate with coordinators, family members, and external family service/support partnerships and services. The Project Director and Family Engagement Specialist will perform observational walkthroughs and discuss findings with Site Coordinators during their individual monthly meetings.

Support: To ensure that all ten sites are operational by September 6, 2016, the Project Director will, during the first two months of the grant, conduct multiple Site Coordinator meetings focused on clarification of operational procedures and resolution of common problems. Initially, meetings will discuss best practices for enrolling students, securing parental consent, ensuring high-quality content and staffing of afterschool activities, adhering to programmatic requirements, and dismissal procedures. Once programs are operational, the meeting focus will shift to assuring programming content is engaging, academically/ behaviorally responsive, intentional, and aligned to the school-day. Another strategy for high-quality/intentional programming will include using course descriptions. Prior to each semester and each summer session, the Project Director will guide Site Coordinators in course description writing and how to base them on student needs. Finally, the Project Director and the Family Engagement Specialist will be accessible to Site Coordinators and principals for 'just in time' support and guidance.

Training: Site Coordinators and ACE grantee-level staff will participate in ongoing trainings throughout the life of the grant. Training will be based on the Site Coordinators' knowledge gaps and skill needs for creating high-quality programs. For example, training will include: district staffing policies and procedures, district accounting and purchasing procedures, special education requirements, emergency procedures, *Conscious Discipline* for classroom management strategies, defining a scope and sequence, unit and lesson planning, intentional programming, recognizing bullying and gang involvement, student emotional/behavioral needs, conflict resolution, cultural competencies, and understanding working styles and generational differences. The training will be provided by outside vendors, district personnel, TEA webinars, and by staff who have attended state and national conferences related to afterschool education.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name:****Gardens Elementary****9 digit campus ID#****101917104****Distance to Fiscal Agent (Miles)****1.98 MI.****Grade Levels to be served (PK-12)****1st – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****100**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name:****Jessup Elementary****9 digit campus ID#****101917109****Distance to Fiscal Agent (Miles)****6.45 MI.****Grade Levels to be served (PK-12)****K – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****100**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****McMasters Elementary****9 digit campus ID#****101917122****Distance to Fiscal Agent (Miles)****3.27 MI.****Grade Levels to be served (PK-12)****K – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****100**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****Parks Elementary****9 digit campus ID#****101917112****Distance to Fiscal Agent (Miles)****2.30 MI.****Grade Levels to be served (PK-12)****1st – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****100**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****Pearl Hall Elementary****9 digit campus ID#****101917108****Distance to Fiscal Agent (Miles)****2.40 MI.****Grade Levels to be served (PK-12)****2nd – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****Richey Elementary****9 digit campus ID#****101917115****Distance to Fiscal Agent (Miles)****3.30 MI.****Grade Levels to be served (PK-12)****1st– 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 101917

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****South Shaver Elementary****9 digit campus ID#****101917119****Distance to Fiscal Agent (Miles)****1.52 MI.****Grade Levels to be served (PK-12)****2nd – 4th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****Keller Middle****9 digit campus ID#****101917144****Distance to Fiscal Agent (Miles)****2.07 MI.****Grade Levels to be served (PK-12)****5th- 6th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9 **Center Name:**
Milstead Middle School

9 digit campus ID# **101917141** **Distance to Fiscal Agent (Miles)** **4.59 MI.**

Grade Levels to be served (PK-12) **5th – 6th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10 **Center Name:**
Queens Intermediate

9 digit campus ID# **101917044** **Distance to Fiscal Agent (Miles)** **2.02 MI.**

Grade Levels to be served (PK-12) **7th – 8th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus Site Coordinator will work with the principal to coordinate the programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. The Cycle 9 ACE program will enhance the activities schools are able to offer with their current level of funding by providing more days for tutorials to help students increase their achievement on district and state assessments and prevent at-risk students from academic failure.

Pasadena ISD believes the Texas ACE program will significantly support 'at risk' students by providing: extra learning opportunities that are engaging and result in new/reinforced learning, activities that help them gain a vision of pursuing high quality careers and post-secondary education, and new ways of managing difficult situations. Thus, recruitment and retention will be an important part of the annual start-up for all ten Cycle 9 sites.

Student recruitment will occur at all 10 ACE sites and ensure that students are targeted based on their needs. Once those students are enrolled, any remaining spots will be filled with students who simply want to attend the afterschool program. The following process will occur for student recruitment:

- Site Coordinators will meet with teachers to identify students who are not meeting proficiency levels on the STAAR exams and/or are students who are English Language Learners who are behind academically. If the identified students are not willing to participate in the program, a letter will go home to the parents of those students encouraging them to enroll their child into the program. The letter will be translated into other languages based on the ACE site's student enrollment.
- If parents do not respond to the initial invitation, the Site Coordinator and/or the Family Engagement Specialist will contact them directly through targeted phone calls, text messages, and/or emails to encourage them to enroll their child into the program.
- Once the 'at risk' students are enrolled, any remaining openings will be filled on a first-come, first-served basis. Please note: All students entering the ACE program will be assessed as to their specific need. Thus, if targeted enrollment does not result in a significant amount of students, then general enrollment students will be assessed as to their need and reason for enrolling in ACE. In this way, all needs are targeted and intentional learning provided to the students.

Student retention will pose different challenges for elementary, middle and intermediate schools.

- **Elementary** school parents tend to worry about their young children being home alone and see afterschool programs as a safe and supervised environment for their child, and are more inclined to ensure their child attends. When student attendance is erratic, a parent meeting will be called to identify and eliminate the barriers to student attendance.
- **Middle and Intermediate schools** parents have few concerns regarding their children being home alone. Thus, if attendance becomes a problem, Cycle 9 ACE staff and student stakeholders will consider all reasons why students might not be attending, problem-solve the issue, and make contact with the parent. For example, if it appears that program activity content needs revising to make it more interesting for students, the Site Coordinator will work with their campus ACE team to make the modifications. If transportation appears to be a problem, it will be offered.

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Pasadena Cycle 9 ACE site will have one full-time, 240-day experienced **Project Director** (PD) who will manage, coordinate and oversee the day-to-day operations of the grant activities for the district. The participating campuses will have a full-time 225-day, **Site Coordinator** (SC) who will work a schedule of 10 a.m.- 6:30 p.m. Monday through Friday to coordinate the program activities, manage the program budget, obtain, analyze, and use campus and student data to develop a program to meet the needs of students, and oversee all reporting for the grant. The SC will attend campus meetings such as staff, grade-level, content, Professional Learning Community, and instructional leadership team meetings, to understand the needs across the campus and incorporate programming in afterschool to address the needs. The **campus ACE team**, will consist of the site coordinator, an administrator, counselor, peer facilitator and team leads who meet monthly to create/adjust a schedule based on the evaluation of services. Site Coordinators will also be asked to sit on the campus' site-based decision committee. The PD will work with each school principal to hire the individual for this position. The PD will manage and evaluate the SC in conjunction with the school principal. The PD and SC will work together to maintain documentation of program activities, attendance, evaluations, and all grant forms and documents and continuously monitor program activities for effectiveness, making modifications as necessary. The Site Coordinator will operate the program for a minimum of 37 weeks including a six-week summer program. Pasadena ACE programs will open on August 29, 2016 and close on December 14, 2016 for the fall semester. Programs will open on January 9, 2017 and close on May 19, 2017 for the spring semester. Summer programs for Year 1 will operate from June 5, 2017 to July 20, 2017. Some campuses will offer a summer session prior to the start of school in Year 2 along with programming during June and/or July. During the school year, programs will open from Monday to Friday and will operate 12.5 to 16 hours per week. Keller and Milstead Middle and Queens Intermediate Schools will operate a morning program in addition to their afterschool program to serve students needing a safe place to complete their assignments or participate in morning exercises prior to the start of the school day. The summer program will operate four hours per day, four days per week. For each afterschool class, sites will use a mixture of school-day teachers, aides, college students, and vendors as class instructors. Additionally, each activity is required to last a minimum of 45 consecutive minutes.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD will follow the district safety procedures at all Cycle 9 ACE sites. Annually, the Cycle 9 ACE programs will perform the safety self-assessment found in the *Texas ACE Blueprint* for Cycle 9 to identify gaps in procedures and make the necessary modifications to ensure all programs are safe. Thus, Cycle 9 ACE programs will ensure the safety of students, their families, and center staff during the delivery of all after school programming with the following procedures:

Sign-in: Because students will be attending Cycle 9 ACE programs located at their schools, sign-in procedures will focus on ensuring that a student does not fall through the cracks between boarding a bus to go home and attending the afterschool program. Thus, all students at all grade levels attending Cycle 9 ACE will be signed in upon arrival. While middle and intermediate school students will be expected to find their way to the afterschool ACE program, elementary school students will be escorted to their afterschool sessions by an adult staff member. Additionally, unlocked entrances and exits (typically only one) will be monitored by a staff member during Cycle 9 ACE program hours.

Sign Out: Upon enrolling a student into the Cycle 9 ACE program, parents of elementary and middle school children will identify persons authorized to pick up their child from the ACE program on their Cycle 9 ACE registration form. Students may be released only to individuals listed on the Student Registration form and who sign out the student at the time of pickup. In a situation where the section identifying authorized family members is left blank, only the registered student's parent, guardian, or sibling will be allowed to sign out the student. ID will be shown upon request. Dismissal procedures for intermediate students require students to sign themselves out identifying the time they leave. When necessary or when student safety requires it, Cycle 9 ACE will provide transportation home to students.

Finally, each site will follow the district's fire, emergency and crisis procedures and will practice evacuation/crisis drills. Each site will maintain first aid kits at locations throughout the site, and Site Coordinators will be trained in HeartSaver, First Aid, and CPR.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD will ensure that Cycle 9 ACE activities are aligned to identified student needs as each program site will tailor their programming to their specific students' academic, behavioral, and career development needs that are identified through the eleven important data sets that include campus-level data, student-level deficiencies, and student voice. Each Cycle 9 ACE program will have a campus-based ACE team comprised of the Site Coordinator, an administrator and no less than two other members of the school's educational team (e.g. Peer Facilitator, Team Leads, and Counselor). This team will be charged with creating a schedule for the afterschool program that aligns school day instruction to afterschool activities and supports mastery of the TEKS. Once students have been targeted and the programming (schedule) completed, the team will meet at least once per month to adjust programming where needed, assess recruitment and retention, and to evaluate their efforts. The first few meetings will be a review of the campus's data sets to identify which students are in greatest need of out-of-school-time programming (OSTP). In addition to academic-related data, the team will review attendance data, migrant and homeless data, special education statistics, and behavioral data. The team will meet with school day teachers, administrators, and paraprofessionals to specifically target individual students who are most in need of academic assistance and social emotional supports that prevent them from learning.

Once the targeted students have been identified, programming is designed around those needs using our Intentional Activity Packet. The campus-based ACE team will intentionally design all activities to meet student needs by having the school first use the required data sets to identify which students are in greatest need of OSTP. For example, if it is determined that many of the targeted students have science gaps in particular TEKS, science activities specific to those gaps will be intentionally designed. If it is clear that students need resiliency skills to deal with bullying, Conscious Discipline strategies will be used for classroom management and anti-bullying activities will be designed. Once students are identified, their campus-level data, student-level deficiencies, and student interest/voice will be reviewed again for specific needs of those students. At that point, activities will be designed. Using materials from the *Texas ACE Blueprint* as well as other PISD-created forms and processes, the Site Coordinator and campus ACE team (in conjunction with the ACE grantee-level team) will map out activities that meet the identified student needs and tie into the scope and sequence of the school day curriculum. From this, a schedule is developed and implemented. At the end of the first enrollment period (end of September), enrollment data is reviewed to ensure the program is serving identified needs. If, targeted students are not attending with adequate dosage, enrollment is opened to the general school population (all of the PISD Cycle 9 ACE centers serve schools with 83% or more F&R population). Programming will then be adjusted as needed.

Research/Evidence Based Intervention: Pasadena's ACE Cycle 9 OSTP will use the research/evidence based intervention called Conscious Discipline. It is a system of strategies that integrate classroom management with social-emotional learning, utilizing everyday events as the curriculum and addressing the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. Conscious Discipline encompasses four components which are scientifically and practically designed for success. They include: Seven Skills of Discipline (Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent, and Consequences), School Family (Building connections between families, schools, teachers, and students), Seven Powers for Conscious Adults (Perception, Unity, Attention; Free Will, Acceptance, Love, and Intention), and Brain State model (Safety, Connection, Problem-Solving, and Learning).

Conscious Discipline is evidence-based and has many studies documenting the effectiveness of the strategies. A study of incidents of aggressive behaviors tracked in 35 Head Start classrooms showed Conscious Discipline classrooms showed a significant decrease in aggressive acts over a two year period. A meta-analysis of 11,000 statistical findings indicates that the #1 influence on learning was classroom management (Wang, Haertel & Walberg, 1997). In a 2001-2005 study of a central Florida school, Conscious Discipline classrooms scored significantly higher in statewide reading comprehension, writing, and math tests. Conscious Discipline classroom management strategies will be used by all Cycle 9 ACE Site Coordinators and staff. They will be trained annually to use Conscious Discipline classroom management strategies with every program activity. Observational walk-throughs rubrics will note evidence of their use and when the strategies are not being used, mentoring will be used to help establish the strategies into the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Cycle 9 ACE program will target students needing the most academic assistance to master the STAAR assessment and move to the next grade. The Site Coordinator will work with the campus ACE team to ensure the activities are adaptable to the academic and developmental needs of students working in individual or small groups by ensuring alignment with the school day curriculum. The campus ACE team will review the campus- and student-level data from the STAAR performance results, attendance and discipline reports, district-developed curriculum-based assessments, and student and family voice data and use the data to intentionally schedule program activities to benefit the targeted group of students.

To reap the maximum benefit of instruction, classes will last a minimum of 45 consecutive minutes. Since the Cycle 9 ACE program is not a "drop-in" program, the Site Coordinator will monitor student attendance. The external evaluation of the Pasadena ISD Cycle 7 ACE grant revealed students who attended the program 60 or more days, had higher attendance and the Cycle 7 campuses experienced an overall decrease in behavioral referrals (77.6%). Each class offered as a part of the Cycle 9 ACE program will have an Activity Development Worksheet and lesson plans the coordinator will keep in a binder in the campus ACE office.

While the maximum staff to student ratio will be 1 to 15, the actual ratio of staff to students will often be 1 to 1 or 1 to 15 and therefore conducive to adaptation of instruction to meet student's learning needs. This often occurs naturally when using outside vendors. Many outside vendors, depending on their activity and the type of adult to student interaction needed, require enrollment to be less than 22 students and either bring additional staff or request smaller enrollment. As a result, ACE programs will offer more than one session of the class (such as Chess, Art, Animation, etc.) so all students who need a smaller learning environment can participate and benefit.

To create individual or smaller than 1 to 15 ratio group environments, ACE will use volunteer services of both adults and high school students to support after school instructors. When one-to-one or three-to-one instruction is needed, the Site Coordinators will use qualified district instructional aides. Using this approach of adding extra staff, students will receive more personalized attention needed to truly engage in and accelerate their learning.

While being operationally flexible enough to provide extra staff is important, a process for identifying a need for individual or small group instruction must be in place. To do this, ACE Site Coordinators will work with their campus peer facilitators, teachers, and/or principals to identify which students need additional support and what kind of additional support they need. If the support can be secured through tutorials, the goal will be to ensure that those students are tutored by their school day teacher who will know their learning gaps. If the special learning need can be met through enrichment, the student will be directed to the specific responsive enrichment activity and the activity leader will be informed of that student's need and supported with additional help, if a small learning environment is needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD will employ a full-time, 40 hour per week Family Engagement Specialist (FES) to support the ten Cycle 9 ACE sites described in this application. Family engagement activities will prepare parents to support their child and serve as a key part to their child's success. Through the work of the current FES, the district has established a solid foundation of excellent community-supported family engagement activities such as workshops on Internet safety, drug and gang awareness, and financial literacy. The Cycle 9 FES will work closely with the Cycle 8 FES and exchange ongoing family engagement activities, resources, and suggestions. For example, if the Cycle 8 FES coordinates an ESL class for parents, Cycle 9 parents will be invited to also attend. The Cycle 8 FES has a track record of exceeding parental involvement goals, providing high-quality and innovative family literacy events, being highly results oriented, and establishing strong relationships with local non-profits, businesses, and community organizations. The Cycle 9 family engagement activities will launch from this foundation of success and reap the immediate benefits of the momentum created from Cycle 8. This collaborative approach will provide parents greater opportunities to participate in continuous family engagement activities than would otherwise be the case if working alone.

The Cycle 9 FES will work with the Cycle 9 Program Director and Cycle 9 Site Coordinators to develop, sustain, and improve the family engagement program at each campus. This will be accomplished through initial support setup and training, routine status and problem-solving meetings, and developing new programs. Also, the FES will provide or facilitate training to coordinators on a variety of topics including customer service, resource development, tools for setting up programs, tracking techniques, survey development, and needs assessment support. Programs will help the parents engage in a meaningful way in the education of their child by providing the parents with educational skills and confidence needed to assist and parent their child.

As each family engagement activity is planned, the Cycle 9 FES will consider how the activity builds relationships with parents and makes them feel comfortable with coming to the school to advocate and/or support their child in the schools.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will conduct and facilitate ACE family needs assessments and surveys to determine the family needs for each school. He/she will do this following a survey process that surveys parents in the fall and spring. After each school's family engagement needs are established in the fall, the FES will meet individually with the Program Director and each campus coordinator to review the assessment and recommend a plan for that school. The FES will seek and secure access and connections to key community resources to fulfill each school's targeted needs. In addition, the FES will ensure the coordinators work collaboratively with other school staff to supplement existing programs, rather than supplanting. Using this comprehensive approach, families will have increased opportunities for their own enrichment and for being more invested in their child's education.

Once family engagement activities are planned, the FES and the site coordinator will work together to encourage parents to attend the activities. Families will be recruited via standard techniques such as flyers, the PISD ACE website, emails, phone calls, targeted personal invitations, texting, and publicity at other campus events. In addition, the FES will incorporate the passion and energy of key parent "ambassadors" within each school. The ambassadors will help gain parent buy-in to increase attendance at the activities. Family engagement activities will be provided at the program site and at times convenient for working families.

With the support of the Program Director, the FES will discuss family engagement challenges at monthly ACE meetings. Here, site coordinators will be introduced to 'best practices' and problem-solve family engagement challenges.

These activities will increase parent participation and empower parents to be more involved in the educational and social progress of their students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101917

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Often, barriers exist between the school and parents. Few resources are available to pull parents willingly into the schools. Language barriers exist as well as a simple lack of trust for schools is common. However, afterschool programs can bridge the way to engaging parents in a way that benefits their lives and that of their children. Further, more than 28 million parents of school-age children are employed, including 23 million who work full time. (U.S. Department of Labor, 2010) Thus, family engagement must be thoughtfully planned to effectively engage parents.

Activities: In collaboration with Pasadena ISD Special Programs, a yearly comprehensive survey is administered to all parents during the Fall term. These results showed the highest-priority **needs** and the activities that will be offered at the Cycle 9 ACE sites are computer literacy classes; homework strategies; bullying awareness; health and nutrition; internet safety; English as a Second Language and GED classes; workforce skill development; and family-focused reading and math activities. Additional activities offered for parents include Charlas, where parents gain an understanding of how to navigate through the education system and set goals for the future of their children, police department presentations on safety, drug and gang awareness, and financial literacy. Parents from each site completed the survey; hence, the data allows each of the ten Cycle 9 ACE sites to tailor activities meeting these needs specifically for the parents at their campus.

With the data from the surveys aligned to the goals in the Cycle 9 Texas ACE program, activities offered during the program will specifically address the needs of working families who have limited time for meetings at the school and often need childcare in order to attend campus-sponsored events. Sites will offer childcare for participating students and their siblings when sessions are primarily for adults. Each Cycle 9 ACE site will serve a **minimum of 100 adults per year** through their family engagement offerings. In an effort to actively engage parents regularly in meaningful activities that support their child's education, the site coordinator will organize the sessions in ongoing series.

Place and time of activities: The Site Coordinators and the Cycle 9 ACE Family Engagement Specialist will plan the campus-specific activities for their campus considering times convenient to their parent populations. Thus, activities will occur before, during, and after regular school hours. The activities will occur monthly with some ACE programs and every other month for others. The collaborating partners will often have events at their locations up to twice a month, such as the Pasadena Public Library.

Most collaborating agencies will use their resources to cover the cost of the services they provide during family engagement events. San Jacinto College will cover the cost of English as a Second Language and GED classes through a grant they received to provide these services. The Houston Food Bank will collaborate to address the needs of working families through food assistance and with providing health and nutrition services. The bullying awareness sessions will be provided by the Pasadena Police and PISD partners. The family-focused reading, math and writing activities will be led by partners, vendors, and afterschool staff.

Additional resources for family engagement activities: Through internal district partners, external partners serving on the ACE Community Taskforce, and long-time partners of PISD, the Cycle 9 ACE program has access to additional resources, expert workshop presenters, and literacy opportunities. While collaborating partners typically cover the cost of the staff that provides the family engagement programming, ACE funding often has to cover the classroom materials and childcare. For example, while ESL classes are fully funded San Jacinto College, sometimes they cannot cover the cost of the class books. Cycle 9 funding will pay for the cost of the ESL books when funding is not available for that expense.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 17

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	N/A	1	N/A
2	N/A	2	N/A
3	N/A	3	N/A
4	N/A	4	N/A
5	N/A	5	N/A

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